

Relationship between Instructional Supervision and Teachers' Job Satisfaction

H. M. Lalitha Kumari

Senior Lecturer, Department of Social Science Education, Faculty of Education, University of Colombo, Sri Lanka

Abstract: The main purpose of this study was to find out the extent to which instructional supervision by internal supervisory teams' was associated to teachers' job satisfaction. In order to achieve the purpose three specific objectives were guided; find out demographic characteristics of the secondary teachers, identify supervisory practices used by school internal supervisory teams particularly during the COVID 19 Pandemic and describe relationships between components of supervision and teachers' job satisfaction. The study was carried out in association with three hundred sample units of secondary level teacher targeting to answer the research questions that were built. An online survey method was adopted in this study. A Google form questionnaire was used as data collection instruments. The data collected through the google form were presented by using percentages, tables and graphs, standard deviation and correlation coefficient. Results revealed that more than 78% percent of secondary level teachers' instruction was not observed by their internal supervisory teams during year 2020 to 2021. In addition, a significant number of secondary level teachers (90%) had not participated in pre-observation conference and post observation conference with their supervisory teams. It was concluded that a significant number of secondary level teachers in Sri Lanka were neither supervised nor evaluated during COVID 19 Pandemic. Further, it was found that the most important components of supervision which included instructional observation, pre-observation conference and post-observation conference, assistance from supervisory teams in terms of lesson planning were not useful factors of secondary level teachers' job satisfaction. It is, therefore, recommended that, the school principals must motivate their internal supervisory teams in order to adopt alternative methodologies such as online instructional supervisory approach particularly during a pandemic situation.

Keywords: Instructional supervision, Secondary Schools, Relationship, job satisfaction.

Introduction

Instructional supervision has been identified as one of the most important strategy in terms of the professional development of teachers and their motivation. Also, it has been found that the main purpose of engaging in instructional supervision is to support teachers to improve their pedagogical skills which directly benefit students' high level of educational performance and teachers job satisfaction (Bush 2008, Glickman, 1990, Kumari 2022a, 2022b,). There are widespread beliefs that the instructional supervision makes a significant difference to school and student outcomes. Clinical supervision introduced by Cogan in the early 1960s is widely used in schools. As stated by Fritz et, al.(2002) school supervisors of both primary and secondary frequently used the structure of clinical supervision to guide their practice. According to them there are different supervisory approaches within the structure of clinical supervision. According to Glickman's (1990) developmental supervision model included four supervisory approaches

namely non directive supervision, Collaborative supervision, directive informal approach and the directive control approach.

As stated by Glickman instructional supervisors should consider the teacher's level of knowledge and experience, issues related to responsibility and accountability, and teacher's motivation and job satisfaction in deciding which approach to use. According to Glickman, collaborative supervision works best with most teachers as it provides opportunities for the supervisor and the teacher share decision making about future developments. Shantz and Ward (2000) found that instructional observation, guidance, positive feedback and constructive criticism are very important for teachers to improve the quality of instructional delivery and professional development. Presenting a similar view Retting (2000) stated that instructional supervision activities foster teacher motivation, inspiration and trust, and help to improve teaching performance. In this sense it is clear that the observation, guidance, and positive feedback are one of the most important aspects of instructional supervision that makes a difference to the pedagogy. Supporting to these Senevirathna (2012) highlighted the importance of paying more attention on instructional resources and materials, instructional strategies, emotional support, student discipline and classroom management when engaging in instructional supervision. According to Kumari (2019,2022c) instructional support is important for teachers in building self-confidence, trust and accuracy of facts about subject content. Studies on decline of the quality of instruction have found poor administrative support, poor salaries, lack of resources, student discipline, and lack of professional development opportunities and on time training as some of the factors leading to the quality issues in pedagogy (Wickramanayake et, al. 2022, Gunawardena , 2018, Senevirathna 2012, Blair, 2000; Boe & Gilford, 1992; Gross & Billingsley, 1994). According to Billingsley & Gross (1992) job satisfaction has also been correlated with tendency to remain in any organization. Therefore, it very important to find out how instructional supervision helps teachers to perform their instructional practice and enhance the quality of education in secondary schools as this can help policy makers to prepare for future educational development plans.

Significance of the Study

It is believed that instructional supervision helps to enhance the quality of teaching - learning and professional development of teachers. This study examines the relationship between instructional supervision and teachers' job satisfaction in secondary schools in Sri Lanka. Thus, the study attempts to identify how internal supervisory teams in secondary schools prepare themselves in order to implement in instructional supervision particularly during the period of COVID 19 Pandemic. The study further analyzes the job satisfaction of secondary school teachers. A study of this nature is timely and helps to bring about various factors affecting successful implementation of instructional supervision and teachers' job satisfaction.

Objectives of the study

1. Describe demographic characteristics of the secondary school teachers
2. Identify supervisory practices used by internal supervisory teams with secondary level teachers during the period of COVID 19 Pandemic.
3. Describe relationships between components of supervision and teachers' job satisfaction

Methodology:

Study Sample

The sample for the current study included three hundred ($N=300$) secondary level school teachers in Colombo District, Sri Lanka. Using random sampling method altogether 300 teachers were selected for the survey.

Data Collection Instruments

In order to collect the necessary data and information of this study, an online survey

questionnaire was used as a google form. Accordingly, the instruments used for data collection were researchers-developed questionnaires for teachers. As mentioned by Cohen et al., (2008) the questionnaire is one of the most important data collection instruments as it plays a significant role in terms of collecting a wide range of data from a large sample unit. They further mentioned that there are different types of questionnaires such as close-ended, open-ended, structured and unstructured and the researchers can use any type of questionnaire depending on the aim and nature of the study. The items selected for the questionnaire in the current study were based on the Clinical Supervision (Cogan, 1962, Anderson et. al., 1993). Accordingly, 8 main phases related to clinical supervision such as establishing the teacher –supervisor relationship, planning the lesson together with teacher, planning the strategy of observation, observing instruction, analyzing the instructional process, planning the strategy of the conference, holding the conference and renewed planning were included. The teacher questionnaire had two sections. Section A contained items regarding the respondent's profile while section B had two sub-sections designed to identify supervisory practices used by schools' internal supervisory teams and relationships between components of supervision and job satisfaction. The teacher questionnaire consisted of 10 items that covers the areas of instructional supervision strategies as perceived by the teachers. The questionnaire asked the secondary level teachers how many times their respective supervisory team observed their instruction, and how many times their supervisors held pre and post observation conferences with them. In addition, in order to measure the extent to which the supervisors provide guidance and support a five point Likert type scale was used. Response options included: Never (1), Rarely (2), Sometimes (3), Often (4), and Always (5). The type of supervision experienced by the secondary level teachers was determined by asking the teachers to choose from four descriptions of supervisory practice the one that best described their supervisor' approach.

Data Analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS). According to Stephanie and Roger (2019) there are two methods in which a data analysis can be summarized. One is summary statistics and the other one is tabulations. According to them the first form can be presented as mean or standard deviation and the second can be presented in a column and row format. Accordingly, frequency distributions and percentages that come under descriptive statics were mainly used for analyzing data and cross-tabulation, histograms and bar-charts were used to show the analyzed results. Altogether 300 questionnaires were distributed and 285 (95%) teachers completed the questionnaire. Therefore, the analysis was done using the 285 questionnaires that were responded to.

Findings

Objective 1: Describe demographic characteristics of the secondary level school teachers

The study revealed that the age range of the secondary level school teachers was 32 to 58 years. The average age was 40 years. Out of 300 sample units of 225 teachers who responded, were female and 60 were males. Most (80.4%) of the teachers had Postgraduate Diploma in Education (PGDE), 3.9 had Bachelor of Education Degree, 14.3% had master's degrees and only 1.4% had MPhil degrees. Teachers' salaries ranged from Rs.40, 000/= to Rs. 85, 000/= per month. As stated by Blair (2000) salary is a one of the most important factors in determining the job satisfaction. Teaching experience ranged from 1 to 25 years with an average teaching experience of 14 years (SD = 9.46).

Objective 2: Identify supervisory practices used by internal supervisory teams with secondary level teachers during the period of COVID 19 Pandemic

It was found from this study that during the 2020-2021 school year, secondary level teachers were observed an average of 1.44 times (SD = 1.72). In terms of pre and post observation conference, on average, pre-observation conferences were held 0.62 times (SD = 1.21), and post-observation conferences were held 1.20 times (SD = 1.01). During the 2020-2021 school

year, 96% of teachers were never observed, 96% neither participated in a pre-observation conference nor a post-observation conference.

According to the teachers response the most common type of supervision experienced by secondary level teachers was collaborative Approach (69.47%). This situation is shown in table one below.

Table 1: Supervisory practices used by internal supervisory teams: Teachers' Responses

Approaches of Supervision	Teachers' Responses	
	No	%
Collaborative Approach	198	69.47
Non-collaborative Approach	20	7.01
Directive Approach	60	21.05
Non-directive approach	07	2.45
Total	285	100.00

This position has been further shown in figure 1 below.



Figure 1: Supervisory practices used by internal supervisory teams: Teacher Responses

Objective 3: Describe relationships between components of supervision and teachers' job satisfaction

In this study four components of supervision were used in order to find out relationships between components of supervision and teachers' job satisfaction. Accordingly, components of supervision such as observation, pre-observation conference, guidance from supervisor, and support from supervisor were used. The following table 2 shows relationships between components of supervision and job satisfaction.

Table 2: Correlations Between Components of Supervision and teachers' Job Satisfaction

Component of Supervision	Teachers' job Satisfaction
Observation	.20
Pre-observation	.00
Guidance and lesson planning	.10
Support from supervisor	.05

* $p < .05$

It is evident from the above table that observation and guidance and lesson planning from the supervisor had low positive correlations with teachers' job satisfaction. Components of

supervision such as post-observation and direct assistance from supervisor had insignificant correlations with teachers' job satisfaction while there was no correlation between pre-observation and teachers' job satisfaction. Therefore, it can be concluded that none of the relations were statistically significant.

Conclusions and Recommendation

Results demonstrated that a significant number of secondary level teachers (96%) instruction was not observed by their internal supervisory team during the COVID 19 Pandemic. In addition, same percentage of the teachers had not participated in a pre -observation conference with their supervisory team. It was concluded that a significant number of secondary level teachers in Colombo District were neither observed nor supervised throughout the academic year. Instructional supervision is primarily concerned in providing assistance and feedback to teachers so that they can improve the quality of instruction. (Gunawardena, 2018, Kumari, 2021 and 2022,). Supervision requires providing professional development opportunities, mentoring, and continuous feedback for teachers. The study further revealed that in general collaborative supervisory approach was the most commonly used supervisory approach (69.47%) with teachers in Colombo District before the COVID 19 Pandemic. It was concluded that components of supervision were not useful predictors of secondary level teachers' job satisfaction during the pandemic years. Secondary level teachers who experienced collaborative supervision reported a significantly higher level of job satisfaction than those who experienced other types of supervision before the pandemic started. The supervisors who use collaborative supervisory practices motivate participatory planning and decision making in their educational settings. (Glickman, 1990). Therefore, it is recommended that principals of schools should initiate an online awareness programme for internal supervisory teams on importance of engaging in online instructional supervision as an alternative method and provide facilities necessary to conduct supervisory programmes successfully even during a pandemic situations. Finally, it is recommended for future researchers to focus on the internal instructional supervision and teachers' job satisfaction in other educational zones as this study was limited only to the Colombo District.

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